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ABSTRACT

The owner-operator of a child care center, nursery school, and kindergarten organization located in the Pennsylvania heartland implemented a practicum providing in-service programs in communication to child caregivers working in the surrounding area. Based on a needs assessment completed by directors in nine centers, nine workshops in three topic areas were conducted. Topics included: (1) Improving Communications and Interpersonal Skills for Child Care Providers; (2) Avoiding Stress and Burnout in the Child Care Environment; and (3) Teamwork in the Child Care Atmosphere. Practicum evaluation data indicated that the intervention was enthusiastically received and was successful. Participants gained personal and professional knowledge likely to aid them in their work environments. Six-week follow-up data indicated increased awareness, teamwork, communication, and professionalism among those who had attended the workshops and completed the survey. Participants wanted additional, similar workshops to improve their self-awareness and understanding of co-workers in a workplace characterized by a high level of turnover. (RH)

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PRACTICUM REPORT

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Providing Preschool Inservice Training to Increase Communication and Teamwork Spirit

by

Belinda C. Gutwein

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Providing Preschool Inservice Training to Increase Communication and Teamwork Spirit

by

Belinda C. Gutwein

Cluster # 21

A Practicum II Report Presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1988

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Belinda C. Gutwein under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Date of Final Approval: Dec. 3 1988

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TABLE OF CONTENTS

TITLE PAGE.....i
APPROVAL PAGE.....ii
TABLE OF CONTENTS.....iii
CHAPTER
I. INTRODUCTION.....1

Description of Community.....1
Writer's Role, and Responsibilities.....5

II. STUDY OF THE PROBLEM.....8

Evidence of the Problem Situation.....11
Analysis of the Causes.....18
Review of the Literature.....22

III. ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS.....24

Behavior Expected.....28
Mechanism for Recording Unexpected Events..30
Measurement of Objectives.....31

IV. SOLUTION STRATEGY.....36

Discussion of Possible Solutions.....36

V. REPORT. 61
REFERENCES.....83

APPENDIX A: COMMUNITY LETTERS

APPENDIX B: EVALUATION INSTRUMENTS

APPENDIX C: SIX WEEK FOLLOW UP EVALUATION

APPENDIX D: WORKSHOP HANDOUT MATERIALS

ABSTRACT

Providing Preschool Inservice Training To Increase Communication and Teamwork Spirit. Gutwein, Belinda C., 1988: Practicum Report, Nova University, Ed.d. Program in Early and Middle Childhood. Descriptors: Staff Development, Personality Assessments, Myers Briggs Type Indicator, Stress Management, Interpersonal Realationships, Burnout, Teamwork.

This practicum was designed to strengthen and improve positive communication in the child care profession. The primary goal was to improve communication through self awareness. A second aim was to identify necessary components as well as inhibitors to effective communciation. A third purpose was to demonstrate the benefits of open and direct communications in the workplace as a means of tolerating and accepting people differences. A fourth feature was to increase the professionalism of the child care field.

Based on a needs assessment completed by directors in nine centers, the writer conducted nine workshops in three topic areas . The topics were Teamwork, Interpersonal Relations, and Stress Management.

The results of the practicum were positive. Evaluations at the end of the programs revealed that the participants had gained personal and professional knowledge which would be helpful to them in the work environment. A six week follow up survey was conducted on the nine populations. The survey indicated increased awareness, increased teamwork, increased communication, and increased professionalism among those who had attended and completed the follow up.

Participants indicated a desire for more workshops of this type to aid them in their self awareness and understanding of coworkers in a workplace which experiences much turnover.

CHAPTER I

INTRODUCTION

Description of Community

Rural Pennsylvania provided the setting for the child-care center, nursery school, and kindergarten organization owned and operated by the author. The geographic area was described as the heartland of the Pennsylvania "Deutsch" or German. The population of the nearest city and surrounding suburbs was approximately 200,000 residents.

Two major values were reflected in the community at large. There was a strong sense of family unity and an even stronger work ethic. These values could be documented from the historical accounts of the area through modern day. Therefore, the county had been exposed to working mothers even before it became popular. Child care centers before the late 1970's were not available.

The author's work environment was located in a church at a rural intersection approximately one mile outside a major suburb and approximately 3.5 miles from

the intercity area. As such the location provided easy access for working parents of several substantial employers. Within a three mile radius of the church/school, there was a major rehabilitation hospital, an engineering/consulting firm, a nursing/rehabilitation center, an elementary, intermediate, and high school as well as several smaller businesses. Additionally, there were three major housing developments located within a three to five mile radius of this organization.

The enrollment of the school reflected predominately middle-class children from professional, two-income families, and the majority of the children have either one sibling or no siblings. The majority of the children attend full-time. However half-time, nursery school only, "playgroups", and drop-in care were available. One key facet of the work setting was the emphasis on flexibility in meeting the varying needs of working and non-working parents to find a stimulating and growth-producing atmosphere for their children.

One key facet of the work setting was the flexibility in meeting the varying needs of working and nonworking parents fo find a stimulating and growth-producing atmosphere for their children. Another strength of the program was the flexibility in meeting

staff needs by including each of them in the decision-making process of the organization. The philosphy of the work setting was one of developing the whole child with his/her individuality. The school atmosphere allowed for a variety of activities such as: art, music, science, physical, social, and psychological development as well as that of preschool academics. Self-esteem was of high priority in this school/child care environment.

Outside and inside activities were stressed within the program's agenda. A one acre playground provided room for gross motor development, games, and nature experiences. The inside space was divided into activity centers such as: housekeeping, library, blocks/construction, music/art, circle time, rest, and eating areas.

THE WORK SETTING

The business itself was located within a church which was once a school. As such the facility was adequate to house children on a daily basis. Two large rooms which were used for Sunday School classrooms were utilized during the week for the purposes of nursery school and child care. One room was occupied by

children referred to as toddlers - ages eighteen months to three years. The average daily attendance in the toddler room was fifteen children with three staff persons. The second room served the preschoolers, age three to five years, and the kindergarten students, ages five and six. The average daily attendance in the preschool room was twenty preschoolers with two staff people, and six kindergarten students with one teacher. The Center was funded totally by enrollment income with the exception of the allocations by the state for kindergarten textbooks. The school/business philosophy included a psychological motto which is: "Growth is the only evidence of life", and emphasis was placed on the development of the child, the family, and the staff.

THE STAFF

A total of eight staff members were employed by the organization. The personnel included: three licensed teachers, three assistant teachers with experience and training in child development; and, one experienced aide and the director/author.

The director/author held a Master's Degree in the field of Counseling and Personnel Services and a Bachelor of Science in Education and had had seven years of experience in the child development field. In

addition the director/author was a motivational lecturer/consultant, and worked as an independent contractor in the area of training and development with various health centers, businesses, and Chambers of Commerce. In 1987 the author won a local "Trendsetter Award" for her contributions to the community. Contributions indluced the provision of a reputable child care center and work in the training and development field. Topics which the author addressed centered upon interpersonal relationships and people problems in the workplace. As such the director was absent often from the day to day operations of the child care center. The training and development component took her into the community.

The director fulfilled various roles within the organization. The roles included marketing, planning, purchasing, accounting, problem-solving, and substituting. In addition the director had had two children who have attended the program since infancy. Therefore, the director played the role of a parent in the system.

It should be noted that the Educational Director of the center was also the kindergarten teacher and held a Master's Degree in Early Childhood Education. The preschool teacher was licensed in Elementary,

Kindergarten, and Preschool teaching. The toddler teacher had a degree in Individual and Family Studies and was licensed to work with the program. These three people were dedicated to the child care field as a profession.

Flexibility was part of the strength of the program; therefore, very little classroom directing or organizing was done by the author. The teachers were dominant in this regard, and the teachers attempted a short meeting together once a week even in the absence of the director to "clear the air" on areas of conflict.

Conflicts were dealt with in a spontaneous, direct, and honest manner. Open communications was part of the strength of the program. Several staff have indicated on occasion how much they have grown personally since being with the organization. There is conflict within every organization, but in this setting it was generally dealt with in a timely manners so that the work of providing for the needs of the children was a first priority.

The members of the organization believer that resolution of differences would only occur if people were willing to discuss the issues. Regardless of the emotional pain associated with the conflict, all members were willing to "come to the table" and discuss

different perceptions in order to more effectively work together. The director had taught them to function and work out problems together without her direction.

The author did not conduct the practicum in her own child care organization. However, the author's setting was representative of the child care centers within the county since a myriad of care services were existant and adult personalities differed among the staff.

This practicum provided communication inservice programs for area child care proviers. The settings were chosen so as to be representative of the following criteron:

-- Centers serving large numbers of children (more than forty)

-- Centers serving small numbers of children (less than forty)

-- Centers operating on public funds

-- Centers operating on private funds

-- Centers serving suburban children

-- Centers serving inter-city children

The author's observation had been that communication problems were generic problems in all organizations in all locations regardless of funding or services provided. Communication is a people problem, not a setting problem.

CHAPTER II: STUDY OF THE PROBLEM

PROBLEM STATEMENT

Communications and personality differences are apparent in all people and in the ways in which those persons perform their job tasks. Child care providers are not isolated from adult differences simply because they work with children all day. Some providers have one style of handling a situation while others would choose another means of problem solving. Without knowledge of the various styles of communication and interpersonal skills, pain and frustration due to misunderstanding among adults can exist in the already stressful environment of child care. "It has been said that conflict is a theme that has occupied the thinking of man more than any other -- with the exception of God and love" (Robbins, 1984, p.141).

The author of this practicum addresssd the communication problem in the child care setting. Communication is an active people process rather than a language process. Communication must be viewed as an activity rather than a static thing. "Many of our most critical problems are not in the world of things, but in the world of people. Our greatest failure as human beings has been the inability to secure cooperation and

understanding with others" (Hershey and Blanchard, 1982, p.1).

In a friendship between adults and children, the adult is the tone setter. Adults set the examples for responsiveness and sensitivity. The adult sets the tone of seriousness, humor, and learning in the classroom. If the environment is not a fun place for the adult, it will not be a stimulating place for the child. And so, the snowball effect of tension and stress begins for all. Good communication skills minimize the tension and stress.

Groups of people make up every organization. It is estimated that most managers spend between fifty to ninety per cent of their time in group activity (Carew and Blanchard, 1986). For child care providers the amount of time spent in group activity probably is closer to the ninety per cent end of this continuum. Children and activity are the business of the organization. As such the need for good communications skills takes on greater significance.

Because healthy, normal children are busy and active all of their waking hours, good providers must focus on their activities. This leaves a void in the amount of adult-adult interaction that takes place in the setting. Thus, staff communications suffer. "The two areas in which many programs show deficiencies are

facilitating children's social development and providing for adults' needs." (Benham, Miller, and Kontos, 1988)

Arthur Combs addressed attitudes and perceptions of teachers. He listed several qualities of a good teacher: empathic qualities, positive self-concept, beliefs in other people, open facilitating purposes, and authenticity (Combs, 1978,p. 558). A person's self is the best tool for teaching and yet so little emphasis is given to causing that "self" to be nurtured so that it can grow and develop. An inservice program that was for and about the positive personal growth and development of the staff, provided for a chain reaction in the classroom where the child was the ultimate recipient! In addition an inservice for caregivers provided the support framwork needed to indicate that the leadership cared about the well being of the adults.

If an adult provider was having a conflict with a co-worker, all effective teaching was placed on the back burner while the individual attempted to work out the difficulty or perhaps sulked indifferently. Regardless of the outward behavior, children could become aware of the classroom stress and oftentimes demonstrated behaviors to indicate that that condition existed for them as well.

The Bureau of Labor Statistics had indicated that the turnover rate in the child care field reached an all

time high of forty two per cent per year. From the 1984 N.A.E.Y.C. research report on the survey of child care salaries and working conditions, came the following:

> Improving working conditions for early childhood education and professionalizing the field will lead to higher quality programs for young children. Efforts of improvements have been hampered by our inability to describe services in terms that communicate an image of a field whose members bear similar consistent training and employment characteristics (N.A.E.Y.C., 1984, p. 9).

The problem was that effective communication skills for staff within the Early Childhood profession needed to be more effective.

EVIDENCE OF THE PROBLEM SITUATION

Evidence that the problem existed was gathered from child care providers in the author's county. Local staff development training had focused on art for children, puppetry for children, music for children, aggressive and disruptive behavior by children, and computer literacy fo children. In the seven years that the author had been in the child care field, she had seen few programs dealing with improving communications, avoiding burnout and stress experienced by the provider,

or programs dealing with conflict resolution for staff. Other directors had voiced their concerns to the author regarding the void in the programs featured in the county.

Many child care providers had been hired based on one quality: that they are female. Femaleness assumed that one knew how to care for, talk to, teach, and stimulate children while taking care of ones own needs as well. Providers who were less than college educated rarely had the opportunity to attend a workshop dealing with children or staff development issues. Little attention was given to staff development programs and to the ways people differ in making decisions and communicating.

Some people make decisions based on intuition where others use only senses. Some people communicate with their hearts while others communicate from the head using only facts, not feelings. And although similarity may have existed, no two people would perceive any given situation in the same frame of reference. People differences in communication style were issues that were necessary to address in order to help child care providers understand each other , themselves, and the children they served. Child care providers are teachers and teachers are leaders either consciously or unconsciously.

Paula Jorde-Bloom pointed out that the most critical quality in child care is the human factor. "Productive, confident, motivated staff are far more important ti children than the blocks the children play with or the buildings in which they play" (Jorde-Bloom, 1988, p.4).

The author's contention was that all child care workers needed an occasional self analysis to remain or become effective communicators and leaders.

> Leadership is associated with the following concepts: (1) ability to see people in broad perspective and to make decisions on the basis o long term, not short term, goals, (2) capacity to delegate authority as well as responsibility, (3) an open-minded receptivitity to suggestions and criticisms from peers and subordinates as well as superiors (Isenberg, 1979, p. 39).

The author's contention was that effective communication is a skill. The concept that teachers are leaders is significant; yet even leaders have difficulty accepting criticisms as the word has a negative connotation. Giving and receiving positive or negative criticism is a trait few people possess regardless of their educational level.

The author was confident that the problem of ineffective communication existed in child care centers

in the community. When present, this problem effected both stress and teamwork. The licensing agency for the county region was contacted to provide names and addresses for all child care facilities in the county as well as centers being served through the intermediate unit. The author sent twenty-five letters to centers located closest to the author's work setting offering staff development training in three topic areas which all concentrated on communication. The letters went out to the twenty-five centers in January and included the county intermediate unit, and the local N.A.E.Y.C. affiliate.

The specific names of the free programs offered were: (1) Improving Communications and Interpersonal Skills for Child Care Providers, (2) Avoiding Stress and Burnout in the Child Care Environment, and (3) Teamwork in the Child Care Atmosphere. The author asked the directors to chose one of the three topics as an an inservice program and to contact her to schedule.

Responses from ten centers came within two days of the mailing thus indicating high interest in the topics existed. At least five calls came requesting training after the ten centers were chosen. The reaction of the directors from the centers included responses such as the following:

-- "Can you come today?"

-- "How soon can you get here?"

-- "We needed you yesterday!"

-- "February is such a long month, can't you come now before it becomes February?"

-- "Boy, do we need this!"

-- "This is an answer to prayer!"

-- "Is there anyway you can make people work together?"

-- " Hi, I just wanted to say yes to the training, call me later; I've got a crisis!"

-- "I can't believe it's free; are you sure? Nothing is free!"

-- "How much do you normally charge?"

-- "How many workshops can we have?"

-- "Interpersonal relations is always a problem in this field. I think it's do to the money and lack of self esteem on the part of the workers, don't you?"

-- "STRESS! BURNOUT! WE'VE GOT IT! WHEN CAN YOU GET HERE?"

-- "How much does it cost?"

These short testimonies helped assure the author that the problem was real and existed in other organizations. "Despite differences in contexts and format, most staff development programs share a common purpose: to bring about change" (Guskey, 1985, p.57).

Therefore, it was important that directors communicate with their staff to reach a consensus on the topic to be addressed. Each participant was encouraged to come with an open mind in order to become aware of the need for change.

In contacting the center directors, the author was told several times that interpersonal relations was "always" a problem with child care workers due to low self esteem and due to the stress of the working environment, and due to the large degree of turnover in the field. The responses to the offer came quickly and and word spread of the author's availability. The five callers who contacted the author too late to be included indicated that they were skeptical of "free" training until they had heard from other directors about the author's reputation as a trainer.

In addition to analyzing the needs of other child care facilities, the author had a continued commitment to insuring that staff development remain a regular part of the emphasis in her own center. Staff were encouraged to attend outside programs dealing with child care topics. The entire staff attended a two session program dealing with the topics of difficult behavior sponsored by the county extension service as well as a hospital sponsored Wellness Day for Women. In addition weekly meetings were a must for keeping the "air clear"

of conflict.

The problem of communication is a continuous problem. In the author's organization, four people have indicated at a January staff meeting that even though they know the right thing to do, it is still difficult. All four, however, were able to resolve their differences as a result of the assertiveness skills they have been taught by the author. In June a staff member who was returning from maternity leave again voiced the concern that communication was low, and there were "bad vibes" in the air. As the summer grew hotter, communications were very tense.

> One challenge for directors of programs for young children is to create an atmosphere that promotes growth and enables adults as well as children to develop. While child care programs are designed for the development of children, providing for the development of adults in the program will support an atmosphere for children's growth. . . We cannot have optimum environments for children in centers unless we also have optimum environments for their teachers and caretakers (Katz, 1979, p. 1).

ANALYSIS OF THE CAUSES

Child care providers were leaders in the true sense of the word. Child care providers were constantly leading and modeling for children and other adults even when they are unaware of it. If bad grammar was heard, bad grammar was modeled by the children. If throwing an adult tantrum was demonstrated, children followed this practice. If defensive communication was used by adults, soon children used the same.

"For a rare group of individuals, leadership appears to be an innate ability, manifesting itself in the games of early childhood. For the majority, however, there is a slow realization of the ability to motivate, plan, and direct individuals and situations" (Watkins and Durant, 1987, p. 16). The author's experience and the experiences of the ten centers chosen for training suggested that many child care providers learn leadership and communication skills through trial and error.

Alice Honig, the renown Early Childhood Educator indicated at the 1987 Nova Summer Institute that whenever there are two adults engaged in conversation within the setting, children are given less attention and adults engage in fewer conversations with children. In effect, children are "shelved" while the adult

conversation takes place. The author did not feel that most child care providers were aware of this tiny, but significant, piece of information.

In staff development programs for child care workers, little attention had been given the ways people differ in making decisions. Although similarity may exist, no two people will perceive any given situation in the same frame of reference. It is a given that from the time the sender sends his/her message until the time it has been received by the receiver, distortion has occured.

Words are mere symbols representing mental images in the minds of the sender and receiver. Words can be misinterpreted. Words can be misused. Words can be distorted, or loaded, or emotional. One of the probable causes for lack of effective communication in the child care professions list of workshop topics was that the word communication was too generic. A communication problem can mean so many different things. It may mean a cultural difference. It may mean an attitude or perception problem. It may mean a lack of education, self esteem, or agreement. To say that someone or some organization had a communication problem does not answer the question: "What is the problem?"

Lack of awareness became a major obstacle to offering staff training. Creating an atmosphzere of

awarness was the first step to improving the internal problems within any organization. Effective communication involved so much more than the spoken word. "It's not so much what she said, but how she said it" was a phrase heard often by the author. Communication was as much nonverbal as verbal. Interpretation was effected by a person's tone and inflection. Understanding these components was necessary in creating a new awarness for change.

> Many directors and teachers say they want a good rapport and know that open communication is essential to a healthy organization. But their actions and nonverbal messages often discourage opnness and block people from openly expressing their opinions. We have to do away with defensive messages from us that prevent people from being open. We must make our actions congruent with our spoken messages in conveying our sincerity (Jorde, 1984, p. 229).

Limited budgets were additonal reasons for lack of inservice training for staff. Any way the director looked, there are dollar signs which were connected to any subject provided in an inservice. "Day care center administrators are faced with a difficult task. They provide an extremely important service which is being used by an increasing number of families, yet they often

operate on meager budgets" (Pofahl and Potrache, 1983, p. 46). If staff were to be paid to attend, substitutes had to be arranged and paid. If everyone attended on their own time, family and social obligations had to be addressed. Since many child care providers were mothers with young children, extra hours were difficult to schedule.

Providing staff training required coordination. Coordination required time. Time was a resource of which few people feel they have enough or will ever have enough. When presenting the workshops during the day, directors scheduled the author during naptime for the children. Rarely were we able to start on time. Rarely did all children cooperate and nap as scheduled. The children felt the tension that something different was going on. There was never enough time to complete the subject the author hoped to address. In all cases the audience asked for more information for a longer time frame.

Directors were wearing multiple hats and performing multiple roles simultaneously. In order for staff training to be given priority several directors stayed with the children to assure coverage while their staff attended. This was seen as a real sacrifice.

People differences in communication style are issues that are necessary to address in staff training

for child care providers. Child care providers are teachers and teachers are leaders.

> Leadership is associated with the following concepts: (1) ability to see people in broad perspective and to make decisions on the basis of long term, not short term, goals, (2) capacity to delegate authority as well as responsibility, (3) an open-minded receptivitity to suggestions and criticisms from peers and subordinates as well as superiors (Isenberg, 1979, p. 39).

However, being a teacher or being a leader does not mean that a person will be an effective communicator. It may mean that the individual awarness of being an effective communicator existed. The author recognized that lack of time, resources, child care substitutes, as well as the multiple roles held by the child care provider were among the reasons that the ineffective communications existed. Further anlysis indicated that:

> Directing an early childhood education program is a backbreaking, stressful endeavor. The successful administrator learns to manage time so as to squeeze the completion of infinite tasks into a finite daily time frame. Budgeting, paper work or unexpected conflict resolution often take priority over work with the staff or the

curriculum. Staff development efforts are often limited (Trawick-Smith, 1984, p.6).

CHAPTER III.: ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

PRACTICUM GOAL

The goal of this practicum was to improve communication skills among personnel in child care centers. The steps taken toward reaching this goal included providing staff development inservice training sessions to child care centers (private and public), and the local N.A.E.Y.C. affiliate to reach as many child care providers as possible with communication related topics.

This practicum had an underlying purpose of enhancing the professionalism of the personnel in the child care field by increasing awareness of the positive aspects of effective communication on both individual performance and work environment. Tolerance and acceptance of indivdual differences in the workplace and self knowledge for growth occur only when there is an awareness and understanding of people and their communication differences.

Combs (1981) wrote about humanistic education as a commitment to educational practice in which all facets of the teaching/learning process work together. His contention was that the major emphasis should be on freedom, value, worth, dignity and integrity of persons.

Humantistic education strives to develop in all persons a sense of personal worth and fosters the development of life skills.

Staff development offerred one of the most promising roads to the improvement of instruction. "Teachers' levels of interpersonal communication relate positively to student attitudes and learning. And like athletes, teachers will put newly learned skills to use -- if they are coached", (Sparks, 1983, p. 65). Thus, it was appropriate to consider staff development as one alternative that child care centers needed to consider as a source for reducing turnover and increasing productivity. Literature suggested that training was one of the most important mechanisms for stimulating change in early childhood settings. "The essence of change is movement, movement that is "planned, controlled, and purposive" (Watkins and Durant, 1987, p. 30).

PRACTICUM OBJECTIVES

In order to realize the overall goal of improved communication in the local child care community, four specific objectives were established. These objectives were designed from the results obtained from the author's letter to twenty-five local child care centers. Fifteen out of the twenty-five centers who were contacted indicated a need for the communications

topics. The centers were asked to indicate which of the topics were needed in their settings. Twelve of the centers indicated "Improving Communications and Interpersonal Skills for Child Care Providers", nine centers indicated a need for the topic of "Teamwork in the Child Care Atmosphere", and nine centers indicated a need for the topic of "Teamwork in the Child Care Atmosphere" (See Appendix B). All three topics had a communication component.

The specific objectives were developed around the needs of the nine selected centers. The objectives were as follows:

(1) Each participant would gain an increased awareness of him/herself and be able to identify other personality types.

(2) Each participant would be able to list the components necessary for effective communication.

(3) Each participant would be able to identify the inhibitors of effective communication.

(4) Each participant would be able to list and apply the benefits of open and direct communication within the workplace.

To meet these objectives, the author scheduled the

nine identified centers for inservice training. The centers selected included:

--Three programs for the Intermediate Unit on each of the three topics. (The author addressed all three topics since this was the largest child care provider in the county. It was expected that there would be different participants at each program)

--One hospital child care center

--One Y.M.C.A. child care provider who will invited other "Y" branches

--Three private providers

--One community college center

--One program for the state association of child care agencies

The author provided the training and the materials. The center provided the space, time, and participants.

This practicum centered on the significance of effective communications in the workplace. The author recognized the importance of emphasizing that the climate of the workplace effects productivity and turnover as well. It was necessary to emphasize that each work setting has a unique personality and yet a commonality was seen is healthy organizations.

> Human beings working together in organizations seem to thrive on open communication, on satisfying and productive interpersonal relations, and on a sense that roles and responsibilities are well elineated. The shared perception on the part of organization member that these qualities exist creates a positive "climate", an all-enveloping environment in which everyone functions, both contributing to it and drawing comfort from it (Jorde-Bloom, 1988, p.4).

In addition it was indicated in the assumptions of Theory Y by Douglas McGregor that work is as natural as play, if the conditions are favorable. People can be self-directed and creative at work if properly motivated (Carew and Blanchard, 1982). Personal recognition, personal growth and development are as important to adults as to children and this theme was a dominant one in the work done by this practicum.

BEHAVIOR EXPECTED

It was expected that there would be at least ten participants attending each of the ten separate programs offered by the author. The directors at each of the centers indicated the approximate number of participants ranging from ten to thirty. This meant that the range

of total participants could be from one hundred to three hundred. The exact number was recorded and included in Chapter V.

It was expected that upon evaluation of the staff development training delivered by the author, that ninety per cent of the total participants would indicate that the program was beneficial for their personal growth and be able to satisfy the stated objectives. "Recognizing the presence of communication obstacles is by far the biggest battle in achieving understanding" (Sussman and Deep, 19 , p.4). It was further expected that when a six week follow up contact was made, that eighty per cent of the attendees will indicate that the material learned had been useful in their job settings resulting in reduced tensions, improved communications, performance and teamwork, and perhaps more job satisfaction.

> In centers where morale is high and teachers and directors have established a positive rapport, evaluation happens daily. On an informal basis the director gives feedback to workers so that they have a good idea of where they stand at all times (Jorde, 1984, p.66).

Everyone has an individual philosophy based upon his or her characteristics beliefs, attitudes, and value systems. These systems change over time as they are

exposed to different experiences. Beginning to see personnel as partners, rather than mere employees, was an attitude that was expected of directors who attended this program. A further expectation was that providers will begin to accept not only their own uniqueness but also the uniqueness of their coworkers and the children and parents they serve.

Someone once said that in organizations where everyone thinks alike, no one thinks very much! Open communication is effective communication and increased awareness of this fact alone would be a first time piece of information for some area child care providers. The expectation was that the attendees would like what they had heard and be able to implement the communication strategies into their workplace immediately.

MECHANISM FOR RECORDING UNEXPECTED EVENTS

A calendar and log of events was kept to record the events as they occurred. The time line on the calendar allowed for ample time to contact centers, schedule staff training, deliver staff training, and conduct a six week follow up with the centers' directors and/or workshop participants and write the final report for the practicum. This time line began in January 1988 with the contacting of the county centers. It concluded with the writing of Chapter V which addressed the findings of

the implementation period. Flexibility was an important aspect of the practicum since work was done with many groups with various personalities, needs, and experiences. It was important that April be a key month for programming since this was the month in which the Week of the Young Child was recognized. The calendar necessitated scheduling with both the author and the centers.

MEASUREMENT OF OBJECTIVES

The method used to realize the objectives which have been outlined for this practicum was a pre-assessments, post-assessments, and a six-week follow assessment. The pre-assessment and post-evaluation were given to each participant at each of the programs. The pre-assessment addressed the objectives of personality types, components of effective communications, inhibitors in communications and benefits of effective communications and was used as a warm up tool to get the group relaxed and communicating. The post-assessment addressed these objectives and served as an evaluation to measure increased awareness of communication skills as a result of the training seminars. In addition each person was asked to evaluate the overall program as "good", "fair", or "poor". An eighty per cent improvement from pre- to post-assessment evaluations

would indicate success of the training program.

A six week follow up evaluation was conducted by the author with the directors of each center and with as many participants as possible. The directors and participants were asked to give examples that indicated implementation of the workshop materials. These six week evaluations indicated the effectiveness of the training. It was expected that each centers' reaction would be different and yet have some similarities. An acceptable indicator of success would be two examples of workshop material implementation per center.

The author chose this particular set of evaluative instruments as they provided a personalizd outlet in which the individual could voice his/her concerns. It was felt that the pre and post evaluation would serve as immediate information that the author would be assured of having at the end of each session. The six week follow up was seen as an indicator of the effectiveness of the training over time. In addition to sending the six week follow-up the author personally called each of the directors of the centers and encouraged all participants to respond. In order to save on postage the author either picked up the follow up forms or sent a self addressed stamped envelope for returning the information.

The author felt very strongly that more attention

should be given to self-understanding because of the highly interpersonal nature of teaching. Personal attention was given to each participant. The author personalized each program to meet the individual needs of the specific participants.

> Teaching is largely an interpersonal activity. The degree of understanding teachers have of their own behavior and how they have changed over time is directly related to the nature and quality of interaction they have had with others, certainly including the myriad of daily interactions in schools (Howey, 1985, p. 59).

If teachers could learn to be good models as communicators with each other, children would imitate this behavior and learn to share with the providers, their parents, and with each other. "The adult's attitude toward the child, the curriculum, the daily classroom schedule, and the room arrangement bear directly and heavily upon the behavior of the children in the group" (Clewett, 1988, p.26). Therefore, the child was the ultimate recipient in this practicum in specific classroom settings.

CHAPTER IV: SOLUTION STRATEGY

DISCUSSION OF POSSIBLE SOLUTIONS

There were several possible solutions to the communication problem in the field of early childhood. Each of the solutions required an increase in the awareness level of the personnel. It had been suggested that if a school was to create an atmosphere in which children can grow and change, then no staff person can remain static (Hatfield, 1986). To change involved a three step process: (1) awareness or unfreezing of old ideas or patterns, (2) acceptance or changing of those old ideas or behaviors, and (3) ajustment or refreezing of the new. Behaviors do not happen instantly. Most people are fearful of change because it has an element of the unknown attached to it. However, it must be said that: "Changes and innovation are the lifeblood of enriching experiences in early childhood education" (Jorde, 1982, p. 257).

An increase in awareness of the communication process could occur for the individual through reading, adult education classes, or continuting education courses. However in order for a particular work environment to fully benefit, each person needed to be exposed to the new information.

Innovation is a new twist on an old topic.

Learning new behaviors or skills is the part of the process of reaching one's potential. At least twenty brochures a week have appeared on the author's desk outlining programs for business personnel on such topics as: Dealing With Difficult People in the Workplace, Managing Conflict, Stress and the Working Woman and others. These were not new topics. These were on-going topics which are needed by the changing personnel in our child care settings as well as the world of big business and industry. The most recent Bureau of Labor statistics listed a forty two per cent turnover rate in the child care field per year. Staff awareness in the interpersonal area was seen as a way of deflating this large turnover.

The state association of child care agencies called for programs for the 1988 fall conference. The topics which would be addressed in the author's state were: infant/toddler care, school-age children, family day care, children with special needs, sick child care, health issues, program activities, legistative advocacy, parent/community involvement, parent/staff relationships, classroom design, equipment and toy selection, fund raising, and administrative issues. The category of communication and interpersonal relations might have fit into the heading of administrative issues. However, there was not a clearly defined call

for programs regarding staff interaction and how it effected the overall operation of the work setting. This was typical of the conference literature that appeared most often on the author's desk.

Conflict in interpersonal communication is inevitable due to the uniqueness of individuals. Conflict is part of being American. We unhold people's right to disagree. Conflict does not have to dissolve friendships when people view it as a mutual problem with a solution or solutions!

One strategy for dealing with miscommunication was to teach conflict resolution strategies to employees. In this model people were encouraged to be truthful with each other regarding their feelings, ideas, or desires. Active listening was a skill which was focused upon in the conflict management and was encouraged in all participants. Conflict in interpersonal communications is inevitable due to the unique psychological baggage each of us carries. This includes: educational levels, experiences, personality, values, and perceptions.

> It must be emphasized that children (like other people) are far from perfect and will, regardless of what wonderful guidance methods are used, occasionally come to school with colds, grumpy moods, family problems, and a host of other situations tending to cause less than ideal

behavior (Clewett, 1988, p.29).

The general framework for dealing with conflict included the following:

-- Define the problem or conflict

-- State the problem or conflict

-- Check individual interpretations or perceptions with the facts

-- Brainstorm possible solutions

-- Implement one possible solution until agreement has been made (Robbins, 1984, p.145)

The author had used this type of model as a tool for decision-making and for conflict management. Each situation is different. Although a simplistic model, the implementation is sometimes difficult depending on the issue, the number of people involved, and attitudes and values connected to the people and the event. It is a given that a conflict involving two or people cannot be resolved until the conflict has been identified. Even an intrapersonal conflict, a conflict within the individual, cannot be resolved until the individual has identified the turmoil.

> Without interpersonal competence or a psychologically safe enviornment, the organization is a breeding ground for mistrust, intergroup conflict, rigidity, and so on, which in turn lead to a decrease in organizational success in problem

solving (Bennis, 1969, p.13).

Conflict management is sometimes referred to as negotiation and requires that individuals be receptive to new ideas and change. "When conflict develops between different attitudes or beliefs, we must decide for ourselves which way to go or which attitude or belief must be ranked above the others in our value system" (Sedwick, R., 1974, p.10). Awareness of individual value systems is the key to compromise. Conflict management does not guarantee that everyone wins. When used it does guarantee that individuals see a conflict as a joint problem. This acceptance increases the possibility of resolving the issue. Conflict management was one strategy which could help strengthen the communication base in child care centers.

Another possible strategy to resolve the communication problem was to familiarize individual child care providers with the topic of Assertiveness Training. Assertiveness Training is a communication model which teaches a person to stand up for his/her legitimate rights without enfringing upon the rights of others. Assertiveness, as a communication technique encourages one to examine the negative self-labeling and rigid requirements each of us places upon him/herself. Furthermore, Assertiveness Training demonstrates the use of "I" statements which places ownership for ideas,

feelings, or requests with the individual rather than "You" statements which attack and place blame on the other person.

Assertiveness Training is a tool which is useful for most people as it teahces how to set limits or boundaries in various areas such as time, money, energy, and privacy. This technique demonstrates how to say "no" without feeling guilty and how to say "yes" to one's individuality and needs. Assertiveness Training incorporates the transactional analysis concept of "I'm O.K.; "You're O.K." Conflict management and assertiveness training are piggyback concepts. Assertivess teaches spontaneity in communication. "By taking care of our annoyances as they arise, we rarely need to go beyond. Once the feelings are expressed, the resentmet typically evaporates" (Butler, 1981, p. 147).

In addition, this model demonstrates the influence of voice inflection, body langauage, and silence as important aspects of communication. Assertiveness Training teaches the broken record technique as a means of having our requests be heard. In this process, one repeats what it is he/she desires over and over again until the receiver at least acknowledges having heard the request. This then becomes the first step to compromise. Each person must hear and understand what the other person wants before discussion of compromise

can occur.

A typical Assertiveness Training outline would include:

--Definition of Assertiveness Training

--Assertiveness Analysis

--The Verbal Messages

--The Nonverbal Messages

--Assertion vs. Aggression

--Setting Limits

--Accepting Criticism (Positive and Negative)

--The Power of Open, Honest, Direct Communication (Butler, 1981).

Assertiveness Training was an appropriate solution to the problem miscommunication in the child care environment since it is a direct, honest, open, and spontaneous way of communicating which takes into account the rights of both the sender and the receiver of the message.

Another possible solution was for child care centers to have regularly scheduled meetings of the entire staff. This is an opportunity for all members to clear the air on concerns and problems with children, each other, and the work environment. This was a means of dealing with the "clutter of emotions" experienced in the week in a stressful and busy atmosphere. Regularly scheduled meetings would give the whole staff a chance

to get to know each other on an informal basis as well as coworkers (Trawick-Smith, 1984). It is necessary to have and to stick to an agenda for each meeting. Meetings without agendas allow any topic to surface and any tangent to be taken. Setting limits on the meeting time is essential. It is equally necessary to allow staff concerns to be voiced. "Meetings can be the most powerful tool that directors have for tapping the creative energy of their staff and fostering greater involvement in decision-making" (Jorde, 1984, p. 262). The following items were suggested to increase productivity of meetings and cohesion of the child care provider team:

-- Visualize what you hope to accomplish during the meeting.

-- Decide what format you will follow.

-- Information sharing, instructional, decision-making, and brainstorming sessions have different objectives.

-- Select appropriate participants for the meetings.

-- Schedule the meeting for the right time.

-- Begin and end the meeting on time.

-- Think about the environment where the meeting will take place.

-- Develop a plan for action.

-- Guide the discussion to include all participants.

-- Follow up the meeting with recorded minutes (Jorde, p.263-271).

The author attempted this procedure and knew it worked well most of the time. Half hour meetings can be very productive if an agenda is followed. Unforeseen circumstances do occur and can be planned for. An example would be that one director known by the author provides on site workshops for the teaching staff and tries to participate with them. However, invariably, there is a telephone call she must take, a disruptive child with whom she must deal, or a parent who can't wait. Therefore, the director doesn't have the opportunity to hear the entire group's response to the program. However, the literature suggested that it is better to have fewer meetings than no meetings at all even if the agenda must be given to another team member.

Perhaps one of the greatest long-term benefits to staff is the sense of community and oneness of purpose that can develop over time. When everyone is involved and interested in his or her work, there is little opportunity and less inclination to gossip or dwell on personal problems. Gradually, staff become more secure about their abilities and pleased with the picture presented by the future

(Watkins & Durrant, 1987, p. 14).

The idea of building teamwork is the ideal for which many child care centers strive. However, time and staff contraints sometimes render staff meetings as luxury items squeezed in somewhere, sometime. In order for a staff development program to be successful, it is necessary to fill the societal needs to improve the educational system: and, to aid the individual professional to reach toward self actualization (McKibben, 1980). Staff meetings could become a time of professional and educational growth. This alternative was one way to invest in the staff by allowing time to listen to their concerns . When personnel know the real meaning of partnership, children learn about friendsip, cooperation, and other important aspects of socialization. "The partnership model minimizes competitive forces and focuses group and individual efforts on common goals, interests, and experiences" (Watkins and Durant, 1987, p. 25).

The author recognized that each of these possible solutions could help to increase communication within the work setting. The author chose to incorporate these solutions into her own model of inservice training for ten child care centers. The three workshops of (1) Improving Communications and Interpersonal Skills for Child Care Providers, (2) Avoiding Stress and Burnout

in the Child Care Environment, and (3) Teamwork in the Child Care Atmosphere were offered by the author and incorporated conflict management, assertiveness training, and the importance of meetings as a means of keeping the communication channels clear. In addition the author encouraged care providers to become advocates of staff development programs which address the communications in the child care environment . The outlines which follow were used for the three separate programs.

IMPROVING COMMUNICATIONS AND INTERPERSONAL SKILLS FOR CHILD CARE PROVIDERS

Personalities in the workplace involve a myriad of differences. Differences effect people's perceptions and interpretation of events. This workshop examined people differences and similarities and explored possible solutions for better communication and interpersonal encounters.

I. IDENTIFICATION OF PEOPLE NEEDS
   a. Maslow's Hierarchy of Needs
   b. Recognition and Self Worth
   c. Psychological baggage: Values, Perceptions, Attitudes, Behavior
   d. People Types: Myers Briggs Type Inventory

II. COMMUNICATION COMPONENTS
   a. Necessary elements (sender, receiver, message)
   b. Verbal vs. Nonverbal
   c. Tone, inflection, silence
   d. Active Listening Skills

III. ASSERTIVENESS TRAINING
   a. Asking for what you want/need
   b. Positive Self Talk
   c. Coping Tapes
   d. Self Esteem comes from Self

IV. ACTIVITY, DISCUSSION, AND HANDOUTS

a. Group Communication Activity

b. Modeling Communication Styles

c. Handouts appropriate to the topic

AVOIDING STRESS AND BURNOUT IN THE CHILD CARE ENVIRONMENT

Stress is an inevitable factor of life. It can be an exciting or frightening part of our daily lives. When we are aware of it, accept it, and manage it, stress can be a motivating force. This workshop examined the symtoms of stress and burnout and offered solutions to a happier, healthier lifestyle. The problems faced by the child care provider were addressed and coping strategies were examined.

I. DEFINITION OF STRESS AND BURNOUT

a. What is Stress?

b. What is Burnout?

c. Reactions: Positive vs. Negative

d. Stress and Child Care

e. Biological Rhythms Inventory

II. RECOGNITION AND ASSESSMENT OF THE EFFECTS OF STRESS

a. Physical Symtoms

b. Psychological Symtoms

c. The Socail Readjustment Scale

d. Self Monitor: You are your most important asset.

III. STRESS MANAGEMENT STRATEGIES FOR SELF AND WORK

a. How do you spell relief?

b. Work Environment: Meetings, and Information Systems

c. Recognition of Hit and Run Stressors

d. Improving Communication:

Learn to ask for what you need!

IV. AVOIDING BURNOUT DISCUSSION

a. Awareness of health: diet,

exercise, pleasure

b. Self Permission/Setting Limits

c. Satisfaction Curve

d. Handouts

TEAMWORK IN THE CHILD CARE ATMOSPHERE

Effective communication keeps the team together. This program was designed with the organizational team in mind. Strengths and weaknesses were examined to help the individual recognize how he/she can best contribute to the organization. The labor force is constantly growing and changing. Adaptation, communication, and negotiation are essential components to effective interactions in today's information society.

I. THE ANATOMY OF A SUCCESSFUL TEAM

a. Definition of team

b. Identification of your team personality

c. Strenghts and weaknesses of working together: "You" vs. "I" vs. "We"

d. Giving and taking: The Art of Compromise

II. COHESIVE VS. CONFUSING

a. Job descriptions

b. People descriptions

c. Communication components

d. Effective Meetings

III. TEAMWORK WORKS: "When the best leader's work is done, the people say, 'We did it ourselves." (Lao-tzu)

a. Group activity

b. "Working Together Works"

c. Discussion and Handouts

There are many helpful components of partnership which aid in understanding one another. Elements which the author offered as suggestions were: common goals, respect for the uniqueness of the individual, agreement to disagree/compromise, equal contributions over time. All of these elements are essential to the discussion of communications and interpersonal skills, avoiding burnout/ and teamwork.

Because people are creatures of habit, we generally

fall back into old patterns of behavior rather than replace old behaviors. The author cautioned participants of this known fact. From personal experience, the author recognized the ease with which staff meetings are shelved until a crisis necessitates a called meeting. "Improving the professional competence of staff members, for example, leads directly to increases in program quality which, in turn, can promote enrollment increases and enhance community visibility" (Trawick-Smith, 1984, p.6). If the area child care centers were already providing personal growth and development programs and addressing communication as an integral part of their programs, then they probably would not have seen a need for the author's offer to provide the three topcis previously listed as part of their inservices. This solution had been discounted since more than ten centers had contacted the author since the letters went out in January 1988.

Ideally, another possible solution could have been that all centers would be members of the N.A.E.Y.C. local affiliate and attend workshops offered on a variety of child care topics. If this were the case, then the providers probably would not have responded to the opportunity for in-house training. Current local membership was under one hundred and average attendance at any program was fifteen members and/or guests. Local

board members suggested that child care workers are often sole supporters of their families and that attending any program which was not scheduled within their work day was nearly impossible. It had also been suggested that child care providers view themselves as unskilled.

This image definitely affected the self esteem level which further prevented individuals from seeking to improve their knowledge base. The reality is that even if people use good communication skills, people are unique and good communications can become distorted.

> Training programs need to help teachers define their role, not as teachers who directs and instructs, but as a teacher whose primary responsibility is to support and be responsive to children through out the day (Logue, Eheart, Leavitt, 1986, p.9).

All of these possible solutions were interlinked to a staff development program. In order for teachers to be responsive to others, they must receive support from each other. Staff development programs were one means in which the organization could demonstrate support of the personnel. In order to ask for what she needs, the teacher must be able to give herself permission to ask. In order to work as an effective team member, a child care provider must view herself as a spoke in the

teamwork wheel.

> Teachers are commonly viewed as conductors of learning: their learning is primarily concerned with promoting learning in others. Learning with a more personal focus tends to be developed in staff development activities, resulting in an impersonal conception of teaching and learning. A periodic emphasis on a better understanding of self through the study of others is needed to offset this prevailing orientation (Howey, 1985, p. 60).

OBSTACLES ENCOUNTERED

The author scheduled and conducted the two hour programs in the child care settings. However, one of the biggest obstacles was that several centers wanted the programs to be done during the children's rest period in the afternoon. The staff members were often tense as they hurried to get children to sleep so they could attend the program. If substitutes were scheduled, they often were inexperienced and the children sensed that something was different in their centers. Invariably, the program could not start on time since someone needed to be with the children or quickly leave instructions with the substitutes . This often meant that one or two people were in and out of the program room dealing with non-sleeping children and problems which caused a constant distraction. Most

often it was the director who had to leave and thus did not benefit from the training along with her staff members. This was seen as an obstacle since " a comprehensive staff development component profits all those involved in an early childhood program " (Watkins and Durant, 1987, p. 13).

In the case of the intermediate unit, personnel had to drive in from other centers in order to participate at the main headquarters. People were always late which delayed the program starting. The "training rooms" at both the hospital setting and the Y.M.C.A. was in the same room with the "resting" children and training had to be done at a whisper. This was a definite obstacle for the author who is used to using inflection for effect. In most cases the timing and the space allocation was less then ideal for training.

Another obstacle which the author encountered was that when the six week follow up was conducted, there had been turn over in the centers. Even though the author had sited the turnover information in the proposal, it was surprising to find so much. It prevented a high return on surveys. The author called and visited the centers in order to secure the follow up information. Child care providers. including one director, had often left the particular work place or were gone for the summer, or on vacation at the time of

the follow up. In the case of the commuiunity college setting, the staff had included students for the training, but the follow up was done during the summer months and the center was unwilling to release students addresses for follow up.

The author experienced less willingness to help in the follow up survey then in scheduling a free training program. The attitude was often that six weeks had been a long time and directors could not be accountable for "lost" team members, things were too busy, and it was too hot.

A third obstacle experienced by the author invloved conflict in scheduling with the N.A.E.Y.C. This obstacle was based solely on the heavy commitment level of the author by the Fall of 1988 for hiring new personnel for her own center, covering for vacation of existing staff, motivational training sessions scheduled, personal lifestyle changes, and the only fall date offered by the N.A.E.Y.C. conflicted with a Nova class meeting. The N.A.E.Y.C. meets once during the fall, and this was on the author's Sep@ptember class meeting with Nova.

A final roadblock experienced was with the evaluation forms. Because the author wanted to personalize both the workshop content and the evaluation forms, the feedback requested was in narrative. The

content was very interesting and personal, but it was extremely difficult to pull together into a readable report since no two people said the same things. In addition the evaluation forms did not ask the respondents to specifically speak to the content of the workshop. Therefore, answers such as: "This will really help me in my work" do not indicate to the reader whether the specific objectives have really been met through this work. The author received good to ecxcellent ratings at every workshop but specifics were missing from the evaluations. The author blamed part of this on her own personality style which is open, flexible and personable rather than detailed and impersonable. The author counted this among her personal growth experiences and part of the "process".

In addition the author did not realize until the six week follow up surveys were coming in that the intermediate unit people were only sent one form per individual. Some of the personnel had attended two, or even all three, of the programas. In filling out one form, the evaluations were very general and sometimes the annonymous individuals evaluated all three programs.

To the question:

"Have communications improved among the staff? Give examples",

the responses were typical of this one:

"Everything is talked out and we all work together".

The author had hoped that the examples would be more concrete and specific.

Overall, the obstacles centered around time and space in the training facility, turnover in achieving the results from the participants, and generic evaluations from the respondents. Ironically, some of these same factors were listed among the biggest stressors in the early childhood field by the participants in the stress programs provided by the author.

Providing the programs was only a fraction of the amount of training which every organization needs from time to time. One staff development program on personal growth and development could not be a "cure all" for any center. It would serve as a reminder or a beginning of awareness for the need for such topics for the benefit of the adult personnel who work in those environments where children are the primarly focus of attention. "It is important for an early childhood administrator to accept that training is not a cure-all for stress and burnout problems" (Watkins and Durant, 1987, p. 79).

Establish a nonthreatening atmosphere which stresses open communications and an attitude of

> helpfulness, not confrontation and conflict. Both the director and staff member need to facilitate growth, to solve mutual problems, and to make the working situation a more positive one for everyone involved, by being life-givers, not life diminishers -- enablers, not squelchers (Catron and Kendall, 1984, p.63).

Americans are only beginning to realize the importance of the human resource in "the process". "When people work to their full capacity, when they feel in sync with their coworkers, when everything comes together on cue though completely unplanned, alignment is present" (Naisbitt & Aburdene, 1985, p.30). The child care profession needs this understanding of teamwork in order to survive effectively.

"In an examination of day care programs and their effects on children, teacher and staff characteristics must be considered as important factors contributing to program outcome" (Ovenade, 1977, p. 72). The importance of the human resource as the ultimate source of both conflict and clarity and the effect of comunication on interpersonal relations, stress, and teamwork was the basic reason that this practicum was being proposed.

The following calendar of events served as the guide for this practicum.

CALENDAR OF EVENTS

Note: This calendar of events described the months in which the staff development training took place.

November 1987: Received approval for the practicum topic: Providing Preschool Inservice Training to Increase Communication and Teamwork Spirit.

December 1987: Submitted proposal for review

January 9, 1988: Sent out twenty-five letters to child care providers in the county offering to provide a two hour inservice training program in one of three topic areas: (1) Improving Communications and Interpersonal Relations for Child Care Providers, (2) Avoiding Stresst and Burnout in the Child Care Environment, (3) Teamwork in the Child Care Atmosphere. The letter indicated the training would be limited to ten centers.

January 15, 1988: Contacted the first ten centers who had replied and asked them to select the topic for inservice and to indicate the approximate number of people who would attend. Most of the centers indicated an interest in more than one topic.

Site # 1: Avoiding Stress and Burnout in the Child Care Environment. Number of people to attend: 12.

Site # 2: Improving Communication and Interpersonal

Skills for the Child Care Provider. Number of people to attend: 15-20.

Site # 3: Teamwork in the Child Care Atmosphere. Number of people to attend: 12.

Site # 4: Teamwork in the Child Care Atmosphere. Number of people to attend: 15.

Site # 5: Improving Communications and Interpersonal Relations for Child Care Providers. Number of people to attend: 18.

Site # 6: Improving Communications and Interpersonal Relations for the Child Care Provider. Number of people to attend: 20-30.

Site # 7: Avoiding Stress and Burnout in the Child Care Environment. Number of people to attend: 20-30.

Site # 8: Teamwork in the Child Care Atmoshpere. Number of people to attend: 20-30.

Site # 9: Improving Communications and Interpersonal Relations Skills for the Child Care Provider. Number of people to attend: 16.

Site # 10: Eastern A.E.Y.C.: Avoiding Burnout and Teamwork for the Child Care Provider. Number of people to attend: 20-30.

February 1988: Prepared the workshop materials and presented a mini stress program to Eastern Pa. A.E.Y.C. to further test the materials and encourage the centers to concentrate on communication topics for their

personnel.

March 1988: Demonstrated the effectiveness of the workshop materials by testing them within the author's work setting, asking for feedback from the staff on the content of the topics and the materials. In addition the author scheduled an internal program for April 18, 1988 for author's workplace to discuss interpersonal relations and the Myers Briggs Type Indicator.

April 1988: Scheduled and Completed Training at Site # 1, and participated in the Week of The Young Child

May 1988: Scheduled Site and Completed Training at Site # 2, and Site # 3,

June 1988: Scheduled and Completed Training at Site # 4 and Site # 5 and conducted six week follow up on Site # 1.

July 1988: Scheduled and Completed Training at Site # 6 and Site # 7 and conducted six week follow up on Site # 2 and Site # 3

August 1988: Scheduled and Completed Training for Site # 8, and Site # 9, and conducted six week follow up on Site # 4 amd Site # 5

September 1988: Conducted six week follow up on Sites # 6, #7, #8, and # 9 and wrote final report.

October 1988: Allowed for turn around time for final report with major advisor since all work had been completed.

November 1988: Completed Nova Program

CHAPTER FIVE: REPORT

The purpose of this practicum was to improve communication among child care personnel. The author presented training sessions to nine child care centers within the county on the topics of: TEAMWORK, INTERPERSONAL RELATIONS, AND STRESS MANAGEMENT.

The writer contacted twenty-five centers within the county and offered to conduct in-house staff development training lasting two hours in length. Centers were selected on a first come - first served basis. The responses came quickly upon receiving the correspondence.

As an introduction to these nine free training sessions, the author presented a "tickler" to the local N.A.E.Y.C. organization. There were twenty attendees representing fourteen centers. (See Appendix A). This program included a taste of all three programs: communication/interpersonal relations information as well the viewing of the teamwork video. The session ended wih some strategies for managing stress and avoiding burnout.

The group was comprised of all women and most were directors and/or teachers. This program was important since it set the stage for the individual sessions which would follow during the practicum implementation period

and helped generate interest in personal development staff training.

The comments received indicated what the people felt as a result of the presentation. Although charts and statistics are important, the feelings of these participants was what really mattered in this communication series. The following comments were received at the program's end:

"The information I received today was very worthwhile, it can be used in all walks of life -- not just teaching or chilcare. Class participation was refreshing and made all the ladies present feel comfortable and not just listening to a lecture. Thank you for a delightful morning."

"Ideas from this workshop will be shared at a staff meeting. Many thoughts were positive and presented in a clear, enthusiastic manner."

"I feel it will be very useful working with my team teacher. It has sometimes been a difficult balance of responsibility and attitudes. I think your input of communication skills (although not new to me, but renewed) will add a great deal to our classroom performance."

"It's good to know everyone has stress and I'm

O.K."

"Your session was just what I needed. It served as an introduction to your area and a guide for me as I set new goals. Thanks!"

"I certainly can use this information with my coworkers, children, and at home!"

"The positive relaxed nature of the presentation I found especially helpful. Everyone seemed open to sharing ideas which made me aware of the common cord of feelings we all share. It was a "Super" program."

"I feel less stressful about the things that happened during this past week, and much better about myself. It was a terrific program!"

"It has been inspiring and has gotten my mind back on the right track by reinformcing changes I am working through."

"Excellent and practical workshop which will be of great value in the workplace with children and adults. I plan to share many thoughts upon my return to the classroom. Very upbeat, positive presentation! Thanks for all the tips!"

"I feel this workshop has reinforced how vital it is to encourage others that we're working together.

Sense of humor and the inflection and tone of voice do have an impact and obeing an attentive listener is beneficial."

"Reinforced in new ways some ideas I have learned in other workshops and lots of reading on personal relationships."

"What I heard and learned here today will be very helpful and useful as long as I remember to use it. It makes sense to communicate clearly because of so many different points of view!"

"Thanks for explaining the difference between stroking and encouraging! Great job!"

"Very, very helpful workshop. I am going home today with positive feelings about my life, work, and home. As a preschool and kindergarten director within a larger institution, I will try my best to instill in my actions the list we learned today. I also take with me ways to deal with family situations that up to this point, seemed hopeless."

"Many thanks for your workshop. It gave me a "reinforcement " of the philosphy I have been holding all along my teaching years -- 35yrs. The positive attitude, broad-minded horizons of thinking, higher acceptance, willingness to be helpful and understanding others' feeling, opinions, and to see the world through

their eyes without being judgemental -- to adopt and accomodate a variety of people's views about life and living and to be a good listener. The one who listens perhaps learns the most. I will have a better day and take with me a "Super Self"-- many good feeling about myself and sharing with all of you makes me feel connected. Thanks a lot!"

And from the president of the N.A.E.Y.C. came these words:

> From the comments and general happiness of everyone leaving the workshop on Saturday, it is certain that the "seeds" for future growth were sown!
>
> The presentation provided everyone with plenty of valuable and practical information to use in all areas of work and life. Your personal energy and enthusiasm added the special ingredient to inspire, as well as inform.
>
> Thank you for taking the time from your family and busy life to share your ideas and yourself. Good luck in your work.

Counting the N.A.E.Y.C. group and the participants from the nine individual workshops, a total of one hundred and thirty - four people were served through staff development training offered by this practicum.

The organizations and the numbers who attended

were as follows:

ORGANIZATION	NUMBER ATTENDING
COUNTY INTERMEDIATE UNIT (three programs)	63
N.A.E.Y.C. (Local "tickler")	20
PRIVATE CENTERS (three)	21
Y.M.C.A.	16
COMMUNITY COLLEGE	8
HOSPITAL CHILD CARE	6
TOTAL:	134

The three workshop topics had some overlap of material to include the discussion of communication skills (the tone and attitude of the sender and the receiver, barriers, and necessary components). All programs included group activities and discussion as previously outlined in the proposal. All programs included a challange to feel the pride in the special field of early childhood.

SUMMARY OF WORKSHOP ENROLLMENTS

WORKSHOP TITLE	TOTAL NUMBER ENROLLED
TEAMWORK	42
INTERPERSONAL RELATIONS	40
STRESS/BURNOUT	32
N.A.E.Y.C. "TICKLER"	20
TOTAL:	134

The best results came at the end of each of the programs when the participnts were asked to fill out the evaluation form. Particpants were asked to rate the workshop(s) as "GOOD", "FAIR", OR "POOR". One hundred percent of the participants rated the program(s) as "Good" with many commenting that the program was actually "Very Good", "Excellent", or "Super". One person wrote: "These are the doodles that your program produced for me today: Five happy and one funny! An excellent program!!" Another wrote: "I'd come once a week if this presenter was running the show!" And still a third person wrote: "I really needed this today. It helped me understand the reasons I do what I do. Thanks!"

Ninety percent of the evaluations contained similar reinforcement that the program had been helpful to the

individuals personally and would help them in their work.

At the end of all nine programs, the author received written evaluations from the participants. Ninety per cent of the participants successfully fulfilled the four objectives which the author had intended. The four objectives were:

1. Each participant would gain an increased awareness of him/herself and would be able to recognize other personality styles.
2. Each participant would be able to identify the necessary components of effective communications.
3. Each participant would be able to identify the inhibitors to effective communications.
4. Each participant would be able to list the benefits of open/direct communication within the workplace.

The author's contention was that if the content could be presented in a humorous way and if the participants could leave the program feeling less stressed then when they arrived, the content would be more meaningful. In all cases, the participants laughed at themselves, each other, and were stimulated to see that laughter reduces stress and that people are unique. The topics of teamwork, interpersonal relations, and stress lended themselves easily to humorous early childhood ancedotes to which others could relate.

The most difficult component of this practicum was obtaining the written six week follow up information. There were many barriers encountered in this attempt. Among the barriers were: Employee turnover, summer absences due to vacation or leaves until fall, students whose addresses would not be realeased and directors who were too busy to "push" employees to return the forms. Severl people gave the author positive feedback via the telephone when she contacted them, and they admitted that procrastination was the reason they had not returned the follow up survey. This element, then, was the most frustrating one since it was important to the author to see how time had effected the training.

Since the training took place in nine different setting with three separate workshop choices, the author anaylzed each topic separately. It is important to understand that the intermediate unit chose to conduct all three workshops since they employee the largest number of child care workers in the county. Some intermediate unit personnel attended all three programs.in the case of the three intermediate unit programs, some people attended all three. Who was chosen to attend was not information sought by the author.

TEAMWORK

The topic of teamwork had the most participants. A total of forty-two people attended. This program was presented in three child care locations: the intermediate unit, the Y.M.C.A. and the hospital. Evaluations were received at the end of the three teamwork programs from all participants. In the six week follow-ups, seventy-one percent of the surveys were obtained.

All three centers were governmentally sponsored. The directors indicated high turnover and much stress especially with the children and parents they served. The hospital staff indicated a very high teamwork relationship as a result of the training; whereas, the Y.M.C.A. indicated that, in some cases, teamwork had actually worsened and that the director had resigned.

The following questions were asked on all the six week follow up surveys. The responses were grouped into three categories as a basis of summarizing.

1. "What have you observed about yourself and/or your coworkers as a result of the inservice training?"

NEW AWARENESS	INCREASED TEAMWORK	NONE
2	20	4

2. "Have communications impoved among the staff? Give examples"

NEW AWARENESS INCREASED COMMUN. NONE

2 22 4

EXAMPLES OF IMPROVEMENT INCLUDED:

"We now have weekly meetings where discuss everything--good and bad!

"Indeed-- it was fantastic"

People are more relaxed and speak up more about their likes and dislikes."

"We actually had a brainstorming session which helped produce alot of ideas for an upcoming project!"

"I ask for help now! We are not reluctant to talk about problems.

"We are more open to one another and it helps to know that what the pesonalities are of the adults when working with the children."

"No man is an island. One person can't do it all!

3. "Do you feel this topic is a necessary one which should be addressed regularly in the child care profession?

PROFESSIONALISM MENTAL HEALTH

16 13

COMMENTS INCLUDED:

"The day these forms were completed, several staff members were angry with another staff person. The situation seems to be resolved and the work atmosphere

has improved."

"This workshop has been very valuable in my work."

"Please give to subs!"

"I think what really stuck in my mind that you said was that: We are all working toward one goal (in the center) for the children, to be our best for them. Also I liked how you explained the different personalities. It helped me understand co-workers much better. Thanks much!"

"Your inservice gave all of us the opportunity to look at the different personalities of our team and to gain more insight into the strengths and weaknesses of the "team".

"Teamwork is necessary to run an organized daycare center with a loving, supportive environment."

"Thank you for reminding us that teamwork is more then an idea."

The director from the hospital wrote these comments:

"We often forget that our responsibilities are to provide a quality program for children; and working in a cooperative manner is essential. Regular discussions would help create this positive atmosphere. Additional training sessions would also help. Thanks. It was fantastic!"

SUMMARY OF TEAMWORK PROGRAM

Number of Teamwork Programs: 3

Total Number of Participants: 42

Program Rating: Good or above: 100%

Six Week Follow Up Surveys

Returned: 71%

INTERPERSONAL RELATIONS

The Interpersonal Relations program had the second highest attendence with forty participants. This program was held at three different locations:

-- the community college

-- one private center

-- the intermediate unit

The same format was held for this program with lecture, group discussion, and activities. The emphasis was on communication skills and understanding the different mannerisms and personalities of coworkers. The Myers Briggs Type Indicator, a temperment assessment, was offered as a tool for understanding the different types of communication styles. This tool proved to be very well received by the audiences as most had never heard or used the instrument. The author offered the explanation and interpretation on different behaviors in persons as preferred styles.

The topic was chosen by the directors:

-- "because we all need to learn better way to

communicate with each other",

-- "perhaps feedback will become a habit for the staff of non-teachers", and

-- "communication is an on-going problem in child care!"

Each director identified communication as a real problem due to "too many non-verbal staff." and a "constantly changing labor force".

Comments received at the end of these sessions included:

"I very much enjoyed your communicating with and the rest of the class. You are an interesting person."

"Very nicely done, very informative."

"Workshop was very helpful. I found it beneficial and fun!!!"

"Good. I needed to hear this today -- made me realize why I do what I do."

"Super! I needed this program both to reinforce what I did know and to realize that other professionals are experiencing similar problems."

"Benefits to work setting will be registered by reduced stress, more harmonious atmosphere between staff, staff and children, and staff and parents. Better realization of all center goals."

"Staff can work together and grow while sharing ideas. Students/children have ideas that we can grow on. Parents to help/know what's going on if problems arise."

"I have seen too many things blow out of proportion because of a slight misunderstanding."

"These are important topics for our profession: QUALITY CHILD CARE!"

At the end of six weeks, fifty-three follow-up surveys were gathered. The same questions were asked and the answeres were grouped into categories. Some answers fit into two or three categories.

1. What have you observed about yourself and/or your coworkers as a result of the inservice training?

New Awareness	Increased Commununications
22	22

2. Have communications improved among the staff? Give Examples.

New Awareness	Increased Communications
6	17

Examples: "We've all become more willing to bring up and discuss how things are going. We seem more relaxed."

"Yes, Trying to be thoughtful, kind, and considerate to the other staff does work!"

"We now understand each others' styles and communications are done."

"Yes, we seem to be working on sending and receiving clear messages."

"I see a positive impact on our staff relationships. We

feel good about ourselves and others."

"I take suggestions and listen more."

"I try to be friendly and cheerful. The workshop gave us ideas on communicating better and accepting others as they are. I enjoyed the workshop and I hope they will be repeated."

"Since we have taken the program and found our types, it almost seems as though we're more understanding of one anothers' "ways" and leave more of a breathing space before we get annoyed!"

3. Do you feel this topic is a necessary one which should be addressed regularly in the child care profession? Why?

Professionalism	Mental Health
22	15

SUMMARY OF INTERPERSONAL RELATIONS PROGRAM

Number of Interpersonal Rel. Programs: 3

Total Number of Participants: 40

Program Rated: Good or Above 100%

Six Week Follow Up Surveys Returned: 53%

STRESS MANAGEMENT PROGRAM

The third workshop presented was on the topic of Stress Management. A total of thirty-two participants attended these programs. The locations were:

-- One private child care setting

-- The intermediate unit.

Twelve people attended in the private center where it had been unanimous to hold a stress/burnout workshop. The directors in each setting indicated high stress levels coupled with burnout as crisis management areas which needed to be addressed from the perspective of the workers and from management.

In this workshop group discussion, activities, and stress management techniques were presented. The participants were asked to name their biggest stressors in the child care profession. The answers fell into the following categories:

Aggressive Children:	18
Communication:	16
High Child-Staff Ratio:	13
Budget:	4

Other problems mentioned included space, older children, lack of substitutes, and no vacation and benefits.

The author structured the workshop to include identification of stress factors and stress management techniques. Discussion was most important in this program since it was necessary to hear other points of view on coping with specific problems. The author emphasized that stress is a perception. What stresses one person may not stress the next person. Negotiation skills were proposed as alternatives for coping. The

author emphasized the importance of a sense of humor in the child care environment. Other alternatives were formed by the group and included a posititve attitude, leisure time, creative activities, and knowledge of stress as well as nutrition and exercise.

All the participants felt the material presented had been helpful to them. One person indicated that it felt good to realize that when she was stressed, she needed to talk about it. She further indicated that for the first time she realized it's alright to sit back and enjoy the humor of the children and still be doing her job. In identifying their stressors, many participants indicated redlief. Most had never taken the time to think about what unnerved them. Several people commented that they were not aware that stress between coworkers provided stress for the children too. One person wrote: "This workshop opened by eyes on myself. I now know that I must take time out for me! Thanks for teaching me that I am a worthwhile person just because I'm me!"

Comments received at the end of the program included:

"I enjoyed the presentation and your honesty; your professional style was excellent. Thank you!"

"I enjoyed the discussion, you are very good at what you do!"

"I need to learn to put things in perspective better and achieve my goals for myself."

From the director of the private center:

> Belated thanks for doing the stress workshop at our center. Without exception, the staff felt really good about the material your presented and have said they are practicing. You've been a great help to us and we're all appreciative of it.

Sixty-three per-cent of the six week follow up surveys were returned. The private center indicated summer staff turnover as the reason for its low return. The author's experience was that people who did return the surveys were positive and had spent some time answering the questions.

SUMMARY OF STRESS WORKSHOPS

The same follow up questions were asked and the answers were grouped into categories.

1. What have you observed about yourself and/or your coworkers as a result of the inservice training?

NEW AWARENESS	INCREASED TEAMWORK	None
9	19	1

2. Have communications improved among the staff? Give examples

NEW AWARENESS	INCREASED COMM.	None
14	10	3

Examples: "I feel everyone in our center is verbalizing more when they have a problem."

"It has given a common experience to apply to the children's behavior."

"We talk more openly about trivial matters such as someone not putting away cooking items or cleaning up art projects, etc."

"Since the workshop we are able to divide the responsibilites more equally."

"We are able to laugh and not be so at the job all the time!"

"I now start the day with a positive mind frame and it pays off!"

3. Do you feel this topic is a necessary one which should be addressed regularly in the child care profession? Why?

PROFESSIONALISM MENTAL HEALTH

20 17 Comments included the following:

"We need to take time to evaluate what we can and cannot accomplish and look at the profession realistically trying to reach a balance between providing for the children but not at the cost of the staff's emotional and physical wellness."

"This topic should not only be addressed regularly but everyone that hasn't attended should attend if they want

to work with children. In order to make our Day Care Centers the best we need this type of instruction to staff."

"More workshops are needed. Just attending relieves the stress!"

SUMMARY OF STRESS MANAGEMENT PROGRAM

Number of Stress Management Programs: 3

Total Number of Participants: 32

Program Rated: Good or Above: 100%

Six Week Follow Up Survey

Returned: 63%

The return on the six week follow up surveys was less than what the author had hoped for. Although there fewer returns, the evaluation of what was happening as a result of the training was very positive. The author felt that success was measured through the positive comments received from the participants.

It is apparent that personalized staff development training needs to reach child care workers on a regular basis. The individuals encountered through the work of this practicum were hungry for recognition of their uniquenss and thirsty to be seen as adults with needs of their own.

Lessons learned through this practicum included:

--personalities and communication styles of individuals effected the spirit of the teamwork

--stress and burnout occured among the staff in the nine centers

--most participants had not been exposed to personalized instruction

--laughter in the workplace effected the commardarie of the team

--explanation of tone and inflection in communiction presented new understanding for the majority of the attendees

-- staff development is needed on regular basis.

> A comprehensive staff development component profits all of those involved in an early childhood program: administration, staff, volunteers, and families. Although time consuming, the exploration of staff needs and design of a plan to further professional growth are well worth any effort (Watkins and Durrant, 1988, p. 13).

The author plans to continue exposure of these concepts through involvment in the state child care organizations. Plans have already been made to service organizations in a tri-county area who were unable to participate in the boundaries of this practicum. The author will continue to use training and development as an area of expertise and to service as many centers as time and energy will allow.

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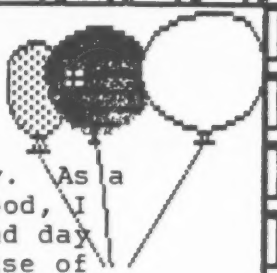
APPENDIX A



Dear Director:

I am a doctoral student with Nova University. As a part of my field work in Early and Middle Childhood, I am focusing on Staff Development for preschool and day care providers. I have selected this topic because of my involvement with preschool and day care over the past seven years and my interest in communications and training.

I will be doing ten programs in the Berks County area from February to August 1988. I will offer you an in-house staff development program at a time convenient to you and your staff. The program will last two hours and is free to your organization as part of the fulfillment for my degree.

The topics which are available are as follows:

(1) Improving communications and Interpersonal Skills for Child Care Providers

(2) Avoiding Stress and Burnout in the Child Care Environment,

(3) Teamwork in the Child Care Atmosphere

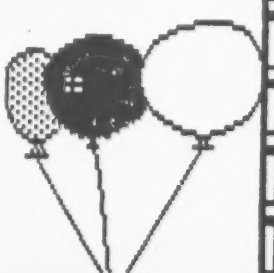
I will provide the training and the materials. You will be expected to provide the personnel and the space for the training. I will ask each participant to do an anonymous pre and post evaluation of the program and will make a six week follow up contact with you to see if the training has been useful to your facility and the staff.

Centers will be scheduled based solely on a "first contact-first served" basis. Please contact me at 779-8314 as soon as possible to schedule this free training for your personnel.

Thank you for your participation.

Sincerely,

Belinda Gutwein



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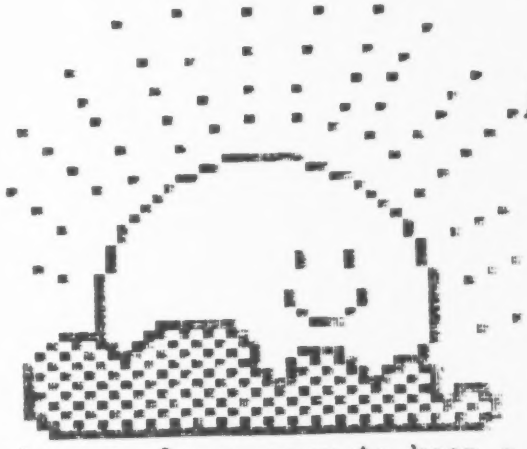

"WINTER RENEWAL"

SATURDAY, FEBRUARY 6

9:00 - 12:00

R.A.C.C.

It's not always easy to keep a bright outlook in the draining business of caring for young children, but there are ways to stay positive and avoid the burnout caused by stress.

Belinda Gutwein, owner and director of Family Growth Day Care Center will share ideas gained from 13 years of doing motivational training and from current experience involved in her doctoral studies dealing with staff development.

The workshop will include a presentation by Belinda, small group activities, and a short film, "Working Together Works". There will be refreshments and good company!

Avoiding burnout starts with a positive attitude. Come do a "Check-up from the neck up"!

Return registration and money by January 29 to: Diane Anderson
Box 494A, R.D.6
Make checks payable to Eastern PA. A.E.Y.C. Sinking Spring, PA.

- -

Name _____

Phone _____

School _____

Members $4.00 Nonmembers $6.00 Students $2.00

APPENDIX B

DIRECTOR'S PRE-ASSESSMENT

NAME OF WORKSHOP: _____

NAME OF ORGANIZATION: _____

1. Why did you choose this topic for an inservice program for your staff?

2. What specific needs do you see this program fulfilling for your organization?

3. Is communication a problem among staff members? Why?

4. What results do you expect from the staff as a result of having presented training on this topic?

EVALUATION FORM

What was the best part of the program for you?

How can you use the material in your work setting?

How can you use the material in you personal life?

How would you rate this program as a staff development topic?

Good Fair Poor (Circle one)

Comments Welcome

DIRECTOR'S POST-ASSESSMENT

NAME OF WORKSHOP:_____

NAME OF ORGNIZATION:_____

1. What have you observed among your staff as a result of the inservice training?

2. Do you feel that the inservice training results have satisfied your pre-training expectations?

3. Have communications improved among staff? (Give examples)

4. Do you feel this topic is a necessary one which should be addressed on a regular basis? If so, why?

APPENDIX C

Dear Workshop Participant:

It is time to complete a follow up evaluation on the workshop(s) which you attended at the B.C.I.U. conducted by Belinda Gutwein. The workshops were on STRESS, INTERPERSONAL RELATIONS, and TEAMWORK. Please fill out the evaluation forms and return it to me in the enclosed, stamped envelope no later than

_____.

Thank you for participating in the program(s). I look forward to working with you in the future.

Best wishes,

Belinda Gutwein

IT'S TIME!

STAFF SIX WEEK FOLLOW UP EVALUATION ON INSERVICE TRAINING

WORKSHOP LEADER: BELINDA GUTWEIN

Your position:_____

Name of workshop in which you participated. (Circle One) Interpersonal Relations, Stress Management, Teamwork

1. What have you observed about yourself and/or your coworkers as a result of the inservice training?

2. Have communications improved among the staff? Give examples

3. Do you feel this topic is a necessary one which should be addressed regularly in the child care profession? Why?

Comments:

FILMED FROM
BEST COPY AVAILABLE

"YOUR ATTITUDE IS SHOWING AND YOU HAVEN'T SAID A WORD!"

COMMUNICATION HAS SEVEN MAJOR COMPONENTS:

1.

2.

3.

4.

5.

6.

7.

NONVERBAL COMMUNICATION IS:

EYE CONTACT:

SMILE:

TOUCH:

SPACE

WINNERS AND LOSERS

LOSERS have a closet full of excuses. They are not good team players. Their excuses are similar to these:

--That's not my job!
--I just work here!
--I forgot!
--It wasn't my fault!
--It's time for my break!
--I know! I know! You told me a hundred times!
--You can't win 'em all!
--My car broke down again!
--My alarm didn't go off again!
--My bus was late again!
--It's too late to start now!
--I like working alone. I'm more creative!
--Do I have to work with him?
--Ho-Hum, Yawn, Ho-hum!
--My goldfish died!

WINNERS are full of a cooperative spirit and a positive attitude that keeps them winning as team players and alone. They verbalize like this:

--Can I give you a hand with that?
--Thanks for showing me the right way to do that.
--That job you finished looks terrific!
--You can count on me.
--I'll be glad to come in early!
--That sounds like a good challenge!
--I'll get started on it right away!
--I'm sorry. It won't happen again.
--Jim and Nancy were great resource people and helped me with this report.
--I'll skip my break today to help you finish this project.
--I would enjoy the new responsibility.
--I'll need some extra personnel, but I know we can do the job!
--I'm willing to try to resolve our differences; let's talk.

BELINDA & ED GUTWEIN
F.B.I. MOTIVATIONAL TRAINING
1350 BUTTER LANE
MT PENN, PA. 19606

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